

Students Evaluation of Instruction

Instrument
Process
Use

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Effective teaching

- What are the characteristics of an effective teacher?
- Examine the two evaluation forms?
- What are the characteristics that are valued in each?

Effective teaching

- What other factors could impact on your teaching

CHARACTERISTICS OF AN EFFECTIVE TEACHER

- ‘there is no single definition of what makes an effective teacher’ Algozzine et al. (2004)
- what constitutes ‘teaching’ is a philosophical, value-led, discipline-specific and open question, and that this question might be repeatedly addressed and debated by each teacher as part of their own continuing professional development.

Good Teaching

- ‘... what constitutes ‘teaching’ is a philosophical, value-led, discipline-specific and open question, and that this question might be repeatedly addressed and debated by each teacher as part of their own continuing professional development.’

Johnson, R, 2000

Good Teaching

- ‘There is no adequate single indicator of effective teaching.’

Marsh and Roche, 1997

STUDENTS' EVALUATION of TEACHING
THE SURVEY IS CONFIDENTIAL

- This survey relates to your experience of the teacher whose name appears in the box below

er
survey form.

This evaluation of teaching effectiveness is for:

(Write the teachers name here)

Your comments are valuable and often bring about improvements. Upon completion all forms will be placed into the supplied return envelope, sealed and signed by the nominated student and handed to your teacher for posting to the Educational Development Centre for processing.

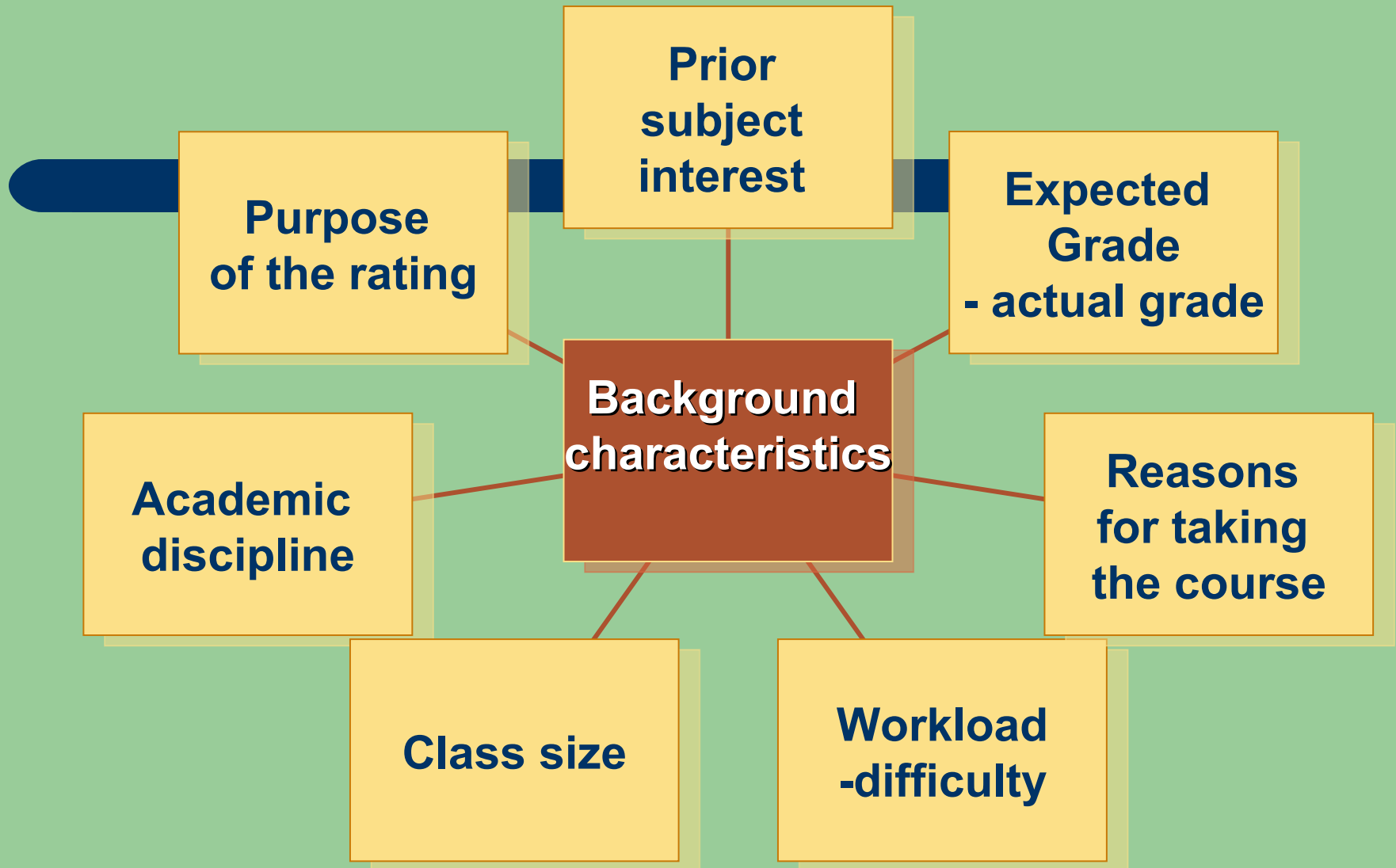
Your teacher will not be informed of the results of this survey until after your exam results have been posted.

Thank you for taking the time to complete this survey

Excellent teaching is rare. It is distinguished by

- Judgment
- Intuition
- Insight
- Creativity
- Improvisation
- Expressiveness

Arthur E. Wise, Linda Darling-Hammond, Milbrey W. McLaughlin, Harriet T. Bernstein (1985)



Prior Subject Interest Expected

- Classes in which students have greater interest are rated more favorably
- It is not always clear if interest existed before the start of the course or was generated by the course or the instructor.

Expected Grade-Actual Grade

- Class-average grades are correlated with class-average students' evaluations of teaching
- The interpretation depends on whether higher grades represent
 - grading leniency
 - superior learning
 - preexisting differences

Reason For Taking A Course

- Elective courses and those with a higher percentage of students taking the course for general interest tend to be rated higher

Workload-difficulty

- Harder, more difficult courses requiring more effort and time are rated somewhat more favorably.

Class Size

- Mixed findings
- Most studies show smaller classes are rated somewhat more favorably,
- Sometimes large classes also are rated favorably.

Academic Discipline

- Weak tendency for higher ratings in humanities
- Lower ratings in Sciences
- too few
- studies to be clear.

Purpose Of Ratings

- Somewhat higher ratings if ratings are known to be used for tenure-promotion decisions.

Administrative conditions

- Somewhat higher if ratings are not anonymous and the instructor is present when ratings are being completed

Students' personality

- Mixed findings but apparently little effect, particularly because different "personality types" may appear in somewhat similar numbers in different classes

Anonymity

- What is the purpose of anonymity?
- To what extent is student anonymity important for gaining useful information which will enhance teacher development?

Relationship between rating and anonymity

- Higher ratings when
 - The procedure was not anonymous
 - Instructor was present when the ratings were being completed (Marsh and Roche 1997).
 - When the students were made aware that the ratings are for tenure-promotion purposes

Effect of Anonymity

- Does not allow the students to take responsibility for their opinions
- No way of knowing who gave bad rating
- No way of tracking students

Pascal

- ‘... while a lame man knows he limps, a lame mind does not know it limps, indeed says it is we who limp. Yet these forms invite the limpers to judge the runners; non-readers, the readers; the inarticulate, the articulate; and non-writers, the writers. Naturally, this does not encourage the former to become the latter. ‘

Use of the findings

- Consultation
- Rewards
- Comparison of the findings with
- Comparison of student ratings to self-ratings and peer
- Comparison of student ratings to self-ratings and peer
- Timely feedback

The SEEQ Cycle

